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ABSTRACT

In November 1985, a study was conducted within 10 State University of New York community colleges to determine whether faculty and department heads in a profession-based department (i.e., Business) and a discipline-based department (i.e., English) had the same perceptions of organizational effectiveness characteristics and organizational culture types in their departments; whether faculty and department heads had the same perceptions of these areas; and whether selected demographic variables affected these perceptions. A survey instrument was mailed to 263 faculty and department heads asking respondents to indicate the extent to which they perceived certain organizational characteristics operating within their departments and the type of organizational culture present. Study findings, based on a 60% response rate or 158, included the following: (1) the maximum effectiveness dimensions were employee satisfaction, student educational satisfaction, system openness, and organizational health; (2) the lowest ratings were given to professional development and academic resources; (3) the "hierarchy culture," with its emphasis on technical expertise and a system of evaluation and direction, emerged as the dominant culture, followed by the "clan culture," with its emphasis on flexibility and individual differences; (4) junior faculty perceived their departments as more supportive and caring than their senior colleagues; and (5) there were no significant differences between the perceptions of the Business and English faculty regarding the organizational culture type of their departments. A literature review and a discussion of the Cameron model of organizational effectiveness are included. A 13-page bibliography is included. (EJV)

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AN ADAPTATION OF CAMERON'S MODEL OF ORGANIZATIONAL EFFECTIVENESS AT THE ACADEMIC DEPARTMENT LEVEL IN TWO-YEAR COMMUNITY COLLEGES

by

Linda I. Gigliotti

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Broome Community College was one of the ten community colleges in the SUNY system used as a basis for her study. We are happy to publish this summary of the results of her dissertation. Copies of this publication can be obtained from the ERIC system.

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AN ADAPTATION OF CAMERON'S MODEL OF ORGANIZATIONAL EFFECTIVENESS AT THE ACADEMIC DEPARTMENT LEVEL IN TWO-YEAR COMMUNITY COLLEGES

Being a summary of a dissertation presented at Syracuse University in partial fulfillment of the requirements for the degree of Doctor of Education in Education Administration

Linda I. Gigliotti, Ed.D.
Mohawk Valley Community College
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Spring 1987

AN ADAPTATION OF CAMERON'S MODEL OF ORGANIZATIONAL EFFECTIVENESS AT THE ACADEMIC DEPARTMENT LEVEL IN TWO-YEAR COMMUNITY COLLEGES.

INTRODUCTION TO THE STUDY

"No administrative unit within the college or university has been so important, misunderstood, and maligned as the academic department" (Andersen, 1977). Observers of the American higher education scene have alternately admonished departments for fragmenting higher education and praised them for their role in the development of new knowledge. No matter which observations one adheres to, most would agree that the academic department is the basic administrative unit of a college or university. In essence, it is a community of scholars operating rather autonomously, with responsibilities for instruction and research in the pursuit of knowledge.

The Role of Academic Departments

Throughout its history, the academic department has had both supporters and critics. Proponents of the departmental structure, such as Andersen (1968) and Walker and Holmes (1960), have credited the department with providing the setting most suitable for the development, preservation. and transmission of knowledge. It is the basic administrative unit of the institution, comprised of teachers and scholars responsible for instruction and research within a specialized field of knowledge. Most institutions rely heavily on

departments to initiate curriculum changes and new offerings. It is in departments that new faculty make a place for themselves as they work toward promotion and tenure. It is with departments that faculty and students most closely identify. Institutions with graduate programs rely almost exclusively on departments to teach, examine and certify candidates for advanced degrees usually within the constraints and regulations established by the Graduate School.

The departmental structure, however, has not been without its critics. For example, Dressel et al., have identified an array of problems attributed to increased departmental structuring in higher education. Among these are: (1) the inhibition of new fields of knowledge; (2) the isolation of professors; and, (3) the narrow specialization of courses and research - all of which force administrators to establish more flexible centers and institutes as competing alternatives. Further, they charge, that faculty, while contributing to the basic store of knowledge, "have become arrogant and lost the vision of service" (1970, 11, p. 222-223).

Corson (1975) faults departments in a number of areas, including (1) their lack of planning, which makes it difficult for institutions to develop objectives that can be implemented; (2) their influence, which supports resistance to change; (3) their specialization, which deters the sharing of ideas among disciplines; and, (4) their rigidity, which

makes the reduction of instructional costs difficult.

In order to address these shortcomings, he advocates increased central authority to restrict departmental decision-making in the areas of curriculum, budget, faculty selection, and promotion.

Riesman (1958, p. 107-108) accuses departments of acting much like the political and social blocs in the United Sates, crushing potential disciplines that threaten their control over students and funds. Others envision academic departments moving toward a rigid, isolated and self-contained community of students and scholars (Henderson 1960, p. 24).

Even those who defend academic departments, e.g., Brown (1977), and Andersen, (1977), advocate increasing their effectiveness through improved management and operation. Both agree that this improvement in management can result from better preparation of the chair, since the position is at the heart of the operation of the institution.

Higher education is being encouraged to adopt some of the management techniques for effective decision-making that have proven successful in industry. In the past, academicians have shunned practices connected to the business sector as a violation of the "collegial" nature of education. Today, however, management concepts are more acceptable because higher education finds itself facing a transitional period from "boom" growth to minimal growth. Increasing demands for relevant and effective programs in the face of

declining resources are forcing academic officers to look for alternative ways of doing more with less.

Because of the importance of the academic department to the overall functioning of the college or university, it is essential that this sub-unit of the organization operate as effectively as possible. How can academic departments be made more effective? What variables should be taken into consideration in trying to determine a department's effectiveness? Can effectiveness indeed be measured at the departmental level?

Organizational Effectiveness in Higher Education

A major body of literature relating to these questions has evolved around the area of organizational effectiveness. Throughout the years, research efforts have failed to generate ultimate criteria for measuring organizational effectiveness. This is due, in part, to the wide variety of conceptualizations that have been applied to organizations over the years. Each conceptualization has focused on different phenomena and variables in measuring organizational effectiveness. As a result, no single model has sufficiently addressed all aspects of an organization. This has lead to a body of research that is often confusing and fragmented, leading some researchers to advocate abandoning the construct entirely (Hannan and Freeman, 1977, Goodman, 1979). Since the construct of organizational effectiveness is an integral part of all studies of organizational effectiveness, it is

critical that research in this area continue. But research efforts would be more productive if directed toward a systematic comparison and integration of the multiple models of effectiveness, as suggested by Cameron, rather than attempting to develop a single, general model as some have suggested to no avail (Price, 1972; Connolly, Conlon and Deutsch, 1980).

While Cameron's work has contributed to our understanding of effectiveness at the organizational level, little, if any research has been done to increase our understanding of effectiveness at the sub-unit level of the organization. Despite the failure to generate ultimate criteria and the lack of attention given to the sub-unit level, the notion of organizational effectiveness remains of continuing interest to managers, practitioners, and researchers alike. It is the ultimate dependent variable in organizational research. The term "effectiveness" may be substituted with "performance," "success," "productivity," or "accountability;" but it is still some measure of effectiveness that is desired.

From a practical standpoint, organizational effectiveness is important because the many constituencies of an organization, internal and external alike, continually face having to decide issues in terms of how well the organization is doing. Issues such as whether to close one school or another, whether to award a contract to one firm or another, whether to attend one college or another, require

some evaluation of effectiveness.

While researchers often struggle with attempts to develop general models to measure effectiveness consistently and systematically, the public often chooses a much simpler approach, choosing whatever secondary, visible criteria are available for judgment. While the public's choice of criteria may or may not be related to the organization's performance, the importance of the concept is no less diminished and continues to warrant analysis.

Problems in Assessing Organizational Effectiveness

Much of the difficulty encountered by researchers in developing general models of effectiveness is due to the wide variety of conceptualizations attached to organizations. Organizations have been described as: coalitions of powerful constituencies (Pfeffer and Salancik, 1974); open systems (Thompson, 1967); garbage cans (March and Olsen, 1977); and, information processing units (Galbraith, 1977) just to name a few. Because of these different conceptualizations, the research on organizations has tended to highlight different organizational phenomena, emphasizing different relationships among variables, in turn resulting in different judgments of effectiveness (Cameron, 1978). In a study by Cameron (1978) of 21 empirical investigations of organizational effectiveness, he found that 80% of the criteria selected for study did not overlap. Yet, some authors continue to argue in favor of one model of effectiveness (Price, 1972;

Connolly, and Deutsch, 1970; Bluesdorn, 1980).

Others, including Cameron, argue in favor of multiple models of effectiveness as a means of facilitating the understanding of complex organizations (Daft and Wigenton, 1979; Morgan, 1980; Weick, 1977; Cameron, 1983). Cameron further advocates a systematic comparison and integration of the multiple models of effectiveness to end the confusion that presently exists in the organizational effectiveness literature. He reasons that different viewpoints may be legitimate in different organizations, at different times, under different circumstances. Any attempt, therefore, to apply a general model of effectiveness across organizational types ignores the inherent differences that exist among organizations, e.g., a profit versus a nonprofit orientation. Nonprofit organizations, including educational institutions, possess unique characteristics that do not easily accommodate the measurement of their effectiveness. There is no "bottom line" on which to judge their success or failure in the marketplace. More often than not, they operate under ill-defined goals not sure of what their mission is or should be, for that matter. There is no visible product on which they can judge their productivity. In spite of this, they still need to evaluate their effectiveness.

Previous research on organizational effectiveness has often focused on univariate models in which one measure was of interest; i.e., overall performance, productivity, employee satisfaction or turnover (Steers, 1975). Although

these models continue to be popular, many researchers have questioned their usefulness in studying organizational effectiveness in educational institutions. Their major concerns have been (1) the difficulty of defending the use of certain variables as adequate measures of organizational effectiveness; (2) the fact that several of the criteria used seem more the expression of the researcher's values than objective measures; and, (3) the lack of integration of these variables into an effectiveness construct.

The Development of Cameron's Model

In an effort to address the need for a meaningful model for effectiveness studies in educational institutions, Cameron decided to focus his research on organizational characteristics, rather than goals. His reasons for doing so were twofold: (1) he did not believe that he would find goals largely operational in educational settings and (2) he felt that concentrating his efforts at the organizational level would facilitate comparisons he wished to make across institutional lines. He specifically chose criteria related to educational institutions, rather than those applicable to all types of organizations.

Cameron's review of the organizational effectiveness literature generated 130 variables he subsequently used as a framework for interviews he conducted at several colleges and universities. His constituency for these interviews was the dominant coalition within each institution. Thompson (1967)

has defined the dominant coalition as those individuals who represent the major sub-units within the college or university (e.g., academic, financial, general, and student affairs administrators, deans and department heads) and influence the direction and functioning of the organization. This group was chosen because: (1) a number of writers such as Yuchtman and Seashore (1967); Price (1967); and Pennings and Goodman (1977) had argued that this group should be used since they allocate the resources within the organization and (2) they were considered knowledgeable about the organizational aspects under study.

The study focused on institutional characteristics relating to acquisition of resources, the vitality and validity of internal processes and practices, and organizational outcomes and emphases. The interviews asked individuals to indicate those characteristics they perceived as effective. Special emphasis was placed on criteria that would apply at the organizational level.

Certain clusters of items emerged from the interviews and Cameron grouped them into nine dimensions for measuring effectiveness. These are:

(1) Student educational satisfaction

(2) Student academic development

(3) Student career development

(4) Student personal development

(5) Faculty and administrator employment satisfaction

(6) Professional development and quality of the faculty

(7) System openness and community interaction

(8) Ability to acquire resources

(9) Organizational health

Analysis

Two questionnaires were developed by Cameron: one, to measure the perceptions of respondents of the presence of certain characteristics in their institutions, and the second to collect objective data on the characteristics from the institution's records. The first study was conducted at six northeastern institutions, with two more schools added for the follow-up study.

The analysis performed on the nine effectiveness dimensions indicated that organizational effectiveness could be measured in higher education institutions, and that a valid, reliable instrument could be developed for assessing differences in effectiveness among colleges and universities. Cameron's findings indicated that (1) perceptions of effectiveness do not vary among institutions; (2) no college or university excels on all dimensions; and, (3) institutions with unionized faculties have lower mean scores on eight of the nine dimensions.

The Relationship of Culture to Organizational Effectiveness

In a recent study (1983), Cameron investigated the effect of an additional variable on organizational effectiveness: organizational culture. An increasing amount

of attention has focused on this concept in the past several years. While the definitions offered for culture are as varied as those offered for organizational effectiveness, almost all authors seem to embrace the idea that a strong culture is better than a weak one; a congruent culture, supportive of the strategies of the organization, is more effective than an incongruent one. Recent studies by Peters and Waterman (1982), Deal and Kennedy (1981), and others indicate that a "strong" culture is associated with the organizations their studies identify as "excellent." Others have argued that a strong culture is more effective and leads to high performance (Ouchi, 1983; Quinn, 1980).

The importance of a distinctive culture emerged as a major factor in research by Ouchi (1981) of American companies that shared many of the characteristics of their Japanese counterparts. He ultimately labelled these firms Type Z companies as an intentional reference to Douglas McGregor's Theory X and Theory Y forms of management. While Theory X managers assume that people are fundamentally lazy, Theory Y managers assume that people are fundamentally hard-working. Type Z firms consist of managers who are primarily concerned with building trust among employees. They value customer satisfaction, open communication, and employee commitment. Type Z companies have a high degree of consistency in their internal culture. They are best described as CLANS, i.e., associations of people engaged in economic activity but tied together through a variety of

bonds (Ouchi, p. 70).

Clans emphasize flexibility and individual differences. Group participation and loyalty are among their prominent features. But, despite their many strengths, CLANS are not without their weaknesses. There is a fear of outsiders who may not share the same management views. They also suffer from inertia when change is necessary because of their consultive approach to decision making. As a result, their top management tends to be homogeneous (Ouchi, 1981). They are distinct from HIERARCHIES which emphasize technical expertise and a system of surveillance, evaluation, and direction; MARKETS whose emphasis is on orderly, rational production and goal accomplishment, and ADHOCRACIES that emphasize innovation and focus on external constituencies.

A number of researchers have proposed models that include many of these same characteristics. Many of them fit the framework developed by Jung in 1923 to organize personality types. He argued that individuals develop a system for processing information that ultimately results in their emphasizing some parts of the information over others.

Jung believed that individuals react to cues from their environment by organizing them along two dimensions: one ranging from an emphasis on uniqueness to an emphasis on order, the other ranging from an emphasis on external cues to internal cues.

Organizational culture emerges from a system of shared beliefs that arises from an individual's perceptions of the

cues he/she receives from the environment. Those cues that are emphasized and reinforced become the basis of the organization's culture.

A Model of Cultural Congruence

Cameron's model of cultural congruence arranges cultural characteristics of various researchers along the Jungian continua according to the emphasis placed on its dimensions (Ouchi, 1980; Quinn, 1984; Smirich, 1983; Deal and Kennedy, 1982; Lumberg, 1984; Quinn and McGrath, 1984).

As a result, four characteristics of culture emerged based on form of organization, leadership style, basis for bonding or "glue", and strategic emphasis.

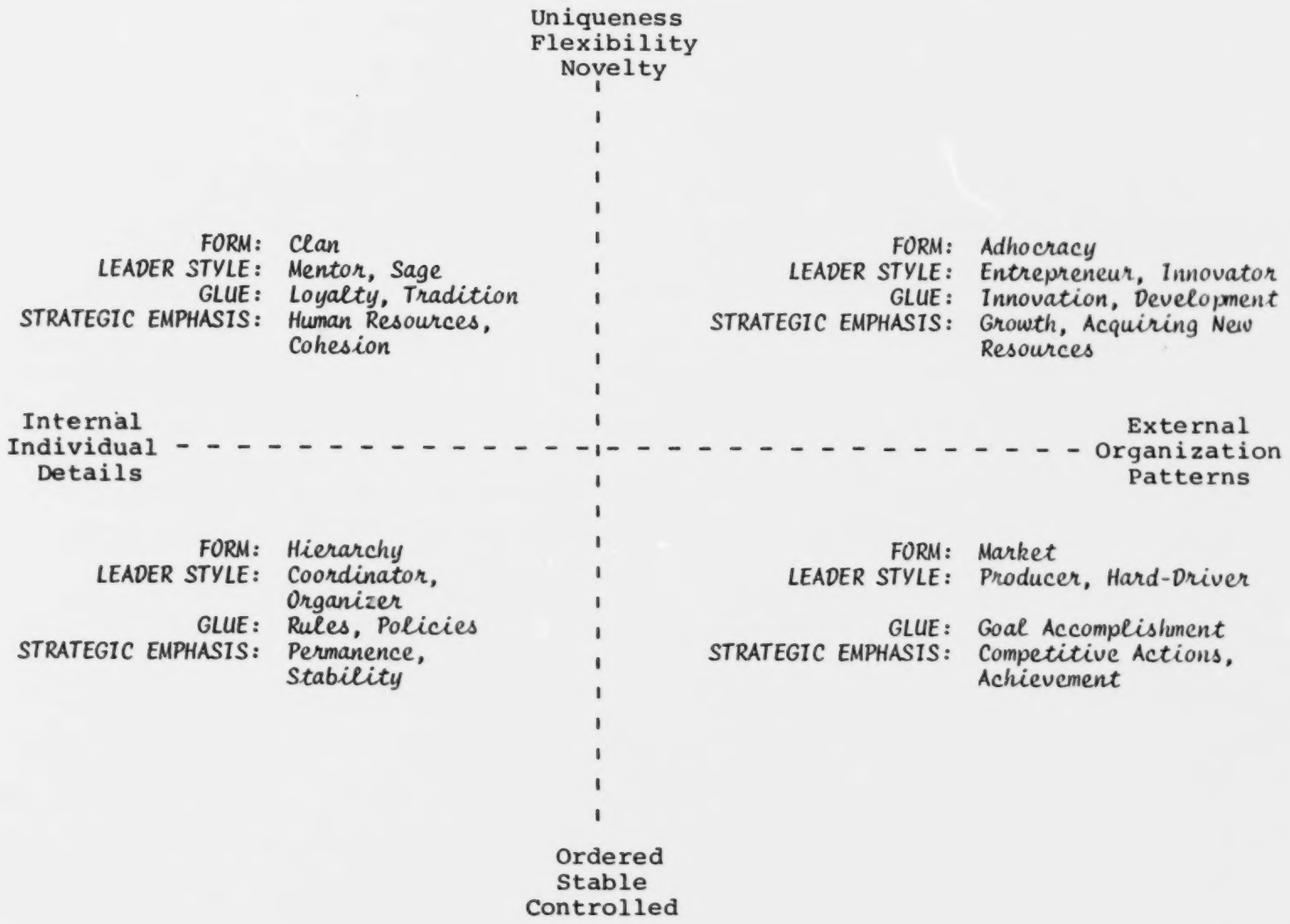
(Put Cameron's Fig 2 here)

The lower left quadrant reflects a HIERARCHICAL form whose emphasis is on order, stability, and control. Weber's bureaucratic model, which emphasizes formal rationality, best describes this form.

In the upper left quadrant, the emphasis shifts to flexibility and concern for individual differences. Likert's "System 4" (1967) and Ouchi's "Theory Z or CLAN organization" typifies this form.

In the upper right quadrant, the emphasis is on innovation and flexibility of structure with an external orientation. Mintzberg (1978) described this form as an ADHOCRACY, where growth and acquisition of resources

FIGURE 2 A model of cultural congruence for organizations



dominate.

The lower right quadrant, defined by Williamson (1975) as a MARKET, emphasizes rational production and goal accomplishment. Ouchi (1980) labeled this culture as a "Theory A firm". MARKETS display competitive actions in their relations with rivals.

Each of these forms of organization has a leadership style that creates a "fit" between the style and the culture. CAMERON (1984) identified the "organizer" or "administrator" as consistent with a HIERARCHY; a "mentor" or "sage" as appropriate for a CLAN; the "innovator" or "risk taker" as ideal for an ADHOCRACY; and a "producer" for a MARKET. Quinn (1984) hypothesized that the correct "fit" of leadership style and organizational form would result in a minimum of conflict and maximum of efficiency.

The final characteristic of the model deals with the "bonding" of the organization. HIERARCHIES are held together with formal rules and policies; CLANS rely on loyalty and tradition; ADHOCRACIES display commitments to innovation and risk; and MARKETS focus on competitive actions and achievement (Cameron, 1984); Ouchi, 1980; Quinn and Hall, 1983; Williamson, 1975).

The placement of the cultural types in Cameron's model recognizes the relationship each has to each other, e.g., HIERARCHIES are opposite from ADHOCRACIES but share some of the characteristics with CLANS and MARKETS. Few organizations would be expected to embrace only one of the

cultures, it is more realistic to expect them to exhibit characteristics of more than one form. However, Cameron hypothesized that a strong or dominant culture would emerge in most organizations. In his 1984 study, he sought to determine if a relationship existed between a strong culture and organizational effectiveness in 334 higher educational institutions.

Results of Comparisons of Cultures

Cameron found that institutions with a strong culture (one in which at least 50 of 100 points was assigned to a particular characteristic) are no more effective than those with weak cultures. However, he did find that TYPE of culture resulted in significant differences on the effectiveness dimensions tested. Further, he found that groups of variables were associated with each type of culture which resulted in certain characteristics being emphasized over others. Cameron defined these groups as "domains of effectiveness" The following table illustrates these findings and a description of the variables measured.

(Cameron's Table 3)

CLANS scored highest in the "morale" domain, which emphasizes human resources. ADHOCRACIES scored highest in the "external" domain; MARKETS scored highest in the academic domain, with its emphasis on the ability to acquire resources. HIERARCHIES did not score the highest on any

TABLE 3 A summary of which culture scored highest on which dimension of organizational effectiveness

DIMENSION OF EFFECTIVENESS	DOMAIN (Cameron, 1981)	CULTURE SCORING HIGHEST*
1. Student educational satisfaction	Morale	Clan
2. Student academic development	Academic	Adhocracy
3. Student career development	External Adaptation	Adhocracy
4. Student personal development	Morale	Clan
5. Faculty and administrator employment satisfaction	Morale	Clan
6. Professional development and quality of the faculty	Academic	Adhocracy
7. System openness and community interaction	External Adaptation	Adhocracy
8. Ability to acquire resources	Academic	Market
9. Organizational health	Morale	Clan

* The highest scoring culture was significantly higher ($p < .05$) than at least one other culture on each dimension of effectiveness.

dimension. Cameron attributed this to the fact that none of the dimensions tested the control function of the organization, which are the areas emphasized by HIERARCHIES.

Cameron discovered that more often than not, not one, but multiple cultures may actually exist within an organization. This presents an even greater challenge to administrators who must effectively manage in light of these contradictions.

Statement of the Problem

As noted above, the effective operation of the academic department is essential to the overall effectiveness of a college or university. However, to date, there has been a paucity of research to indicate what variables should be taken into consideration in trying to determine departmental effectiveness. In an attempt to better understand what variables ought to be considered, the current study investigated the perceptions of faculty and department heads from two different types of departments on variables related to the organizational effectiveness and the organizational culture of their departments. The organizational effectiveness variables and organizational culture variables were derived from an adaptation of those included in Cameron's model for measuring organizational effectiveness in higher education institutions.

Purpose of the Study

Given that:

(1) the effectiveness of the sub-unit of an organization is important to the effectiveness of the organization as a whole; and,

(2) academic departments are organizations in their own right;

(3) any attempt to improve the effectiveness of an organization must take into account the effectiveness of its sub-units;

the purpose of this study was: to determine if differences exist between two types of academic departments, i.e., a profession-based department and a discipline-based department, on organizational effectiveness characteristics (dimensions) and organizational culture types, and to determine if differences exist between department heads and faculty on organizational effectiveness characteristics and organization culture type within their department.

SUMMARY, CONCLUSIONS, and RECOMMENDATIONS

What follows provides a brief, overall summary of the study, discusses the major conclusions that can be drawn from the findings of this study, presents some of the study's major limitations, and, finally, introduces some recommendations for future research and practice.

Respondents

A survey instrument was mailed to 263 faculty and department heads in 10 community colleges within the SUNY system during November, 1985. Sixty percent (161) of the surveys were returned, of which 158 were usable for purposes of this study. Respondents were asked to indicate 1) the extent to which they perceived certain organizational characteristics operating within their departments, and 2) the type of organizational culture present.

Research Questions

This study had three main research questions:

1. Will faculty and department heads in two types of academic departments, i.e., a profession-based department (Business) and a discipline-based department (English) have the same perceptions of organizational effectiveness characteristics and organizational culture types in their departments?
2. Will faculty and department heads have the same perceptions of organizational effectiveness characteristics and organizational culture type within their department?
3. Will selected demographic variables make a difference in one's perceptions of organizational effectiveness characteristics and organizational culture within academic departments?

Results

The general results obtained from this study of 20 departments (10 Business and 10 English) indicate that:

1. Significant differences exist in the perceptions of faculty and department heads in Business and English departments on organizational effectiveness characteristics, but
2. No significant differences exist in the perceptions of faculty and department heads on organizational culture within their departments,
3. Selected demographic variables have no effect on one's perceptions of organizational effectiveness characteristics and organizational culture within academic departments.

Conclusions

The results of this study concerning the dimensions emphasized within the departments are similar to those found by Cameron in his studies (1978, 1981, 1983) of four-year institutions. In each of his studies, certain dimensions clustered together indicating an emphasis of some over the others, i.e., dimensions 1, 4, 5, and 9 clustered, and dimensions 2, 3, 6, and 7 clustered. When Cameron included organizational culture as an additional variable, a pattern of consistency emerged between the dimensions emphasized and the cultural attributes exhibited by the institution.

In this study, no pattern of consistency emerged between the dimensions emphasized and the cultural attributes of the departments.

In the current study, the maximum effectiveness dimensions (those with the largest response values) were:

Dimension 5 (Employee Satisfaction)

1 (Student Educational Satisfaction)

7 (System Openness)

9 (Organizational Health)

In general, it appears that the respondents in this study felt that they were doing an effective job of educating their students while they, themselves, were satisfied and working in an open, healthy environment.

The lowest ratings were given to Dimension 6 (Professional Development) and Dimension 8 (Academic Resources). This result is consistent with the findings of three national studies of community college faculty conducted by the Center for the Study of the Community College (1975, 1977, and 1978).

In each of these studies, community college faculty indicated that they were generally satisfied with what they were doing, but felt a need for better in-service training and more opportunities for professional development. A recent article in the Chronicle of Higher Education (1986) reported that while faculty development programs have improved during the past 15 years, the evaluation of such programs remains weak.

It seems clear that the respondents in this study share the feelings of their colleagues in previous studies concerning their need for opportunities for professional growth.

Three dimensions concerning student life received midpoint averages. These were:

Dimensions 2 (Student Academic Development)
3 (Student Career Development)
4 (Student Personal Development)

This suggests that faculty view their effectiveness in these areas as "middle of the road". Perhaps a limited contact with students in these areas is responsible for some of these results. It should be remembered that community college students are primarily commuters who generally leave the campus after their classes. As a result, the amount of interaction between faculty and students outside of classes is minimal.

It should be noted, however, that some of the Business departments rated Student Career Development above average, indicating a more active interest in that area by a profession-based department than a discipline -based department. This finding does not seem unusual since Business programs in the community college were designed to allow students to enter the job market after completion of their programs of study.

The HIERARCHY culture (with its emphasis on technical expertise and a system of evaluation and direction) emerged

as the dominant culture (the culture with the highest percentage assigned to it) in this study, followed by the CLAN culture (with an emphasis on flexibility and individual differences). No significant differences were found in comparisons of culture responses of faculty and department heads.

The results of this study revealed no pattern of congruence between the dimensions emphasized and the cultural attributes present in the departments. This was contrary to the results found by Cameron at the organizational level. In his studies, the HIERARCHY did not score highest with any of the dimensions. He reasoned that none of the dimensions measured the control factors normally associated with the HIERARCHY culture.

The majority of the respondents in this study, however, found the attributes of the HIERARCHY culture and the dimensions associated with the CLAN culture as most appropriate in describing their departmental environment.

The significance of these results becomes apparent when a comparison of this study's results and those of Cameron's are presented together in Table 5-1 below.

Table 5-1

A Comparison of the Present Study and Cameron's

Dimensions of Effectiveness	Present Study (1985)	Cameron (1984)

1. Student Educational Satisfaction	MARKET	CLAN
2. Student Academic Development	HIERARCHY	ADHOCRACY
3. Student Career Development	HIERARCHY	ADHOCRACY
4. Student Personal Development	HIERARCHY	CLAN
5. Faculty and Administrator Employment Satisfaction	HIER/CLAN (TIE)	CLAN
6. Professional Development/ Quality of the Faculty	CLAN	ADHOCRACY
7. System Openness and Community Interaction	HIERARCHY	ADHOCRACY
8. Ability to Acquire Resources	CLAN	MARKET
9. Organizational Health	HIERARCHY	CLAN

The contradictions between the results of this study and those found by Cameron may be due, in part, to the distinctive nature of the two-year community college in terms of its development and its mission.

The community college movement was the result of a needed alternative to the highly selective admissions process that existed to serve the needs of the offspring of educated parents (Eaton, 1984). But, initially, the community college struggled for acceptance; first from its own communities, and then, from the other segments of higher education (Harlacher,

1984). Ultimately, it successfully established itself as the institution of the community; offering a full range of courses to meet the community's needs.

Because of its close ties to the community, the community college has traditionally operated under close public scrutiny facing multiple constituencies, often with conflicting demands. This control factor is one of the primary differences between the community college and other segments of higher education.

Another distinguishing feature of the community college is its emphasis on teaching as evidenced by the heavy course loads of its faculty. In most of the institutions in this study, the normal course load is 15 hours per semester, leaving little time for faculty to take an active role in governance. Consequently, much of the day-to-day operation of the academic department is left to the department head.

These differences may explain some of the contradiction in the results of this study and those of Cameron's. The results of this study reflect a general lack of variability in the two-year setting. The respondents in this study perceive the attributes of the HIERARCHY culture with its emphasis on control and stability as descriptive of their departments, in spite of the fact that the dimensions they indicated as being emphasized were those associated with the CLAN culture. This would seem to imply that Cameron's model would require some modification before it could be adapted for general use at the department level in the two-year

setting.

Although the respondents in this study were in general agreement, one area of difference did emerge in the responses of tenured and nontenured faculty concerning departmental culture. Junior faculty perceived their departments as more supportive and caring than their senior colleagues. This may be due to their inexperience in departmental matters, or it may indicate a tendency by the department to insulate junior members from controversy while they work toward tenure.

Overall, the results of this study indicate no significant differences in the perceptions of the members of the profession-based departments (Business) and the discipline-based departments (English) on organizational culture type within their departments. An equal number of each departmental type (7 Business and 7 English) chose the HIERARCHY culture. Although significant department differences emerged on five of the nine effectiveness dimensions, in three schools both types of departments indicated the same effectiveness dimensions as the ones being emphasized, indicating within school agreement. Two of the dimensions, i.e., Employee Satisfaction and Student Educational Satisfaction, were ranked by more than half of the respondents as the most emphasized dimension in their departments.

These results indicate that although the two types of departments may have different orientations, they may, nevertheless, emphasize the same dimensions overall.

Individual departments in community colleges are generally not free to determine their own missions; rather, they must set goals to meet the institutions mission.

One area where significant departmental differences emerged was in employee satisfaction. The results of this study indicate a higher level of dissatisfaction among English faculty than Business faculty. One can only speculate about the reasons for this finding, but it may be due, in part, to the "team concept" which most Business faculty accept as a valid managerial approach. It may also indicate the frustration of many English faculty in dealing with a rising number of poorly-prepared students. As members of a service department, English faculty in the two-year setting have little choice in the students they teach. On the other hand, Business departments have prerequisites for admission that often serve to screen out students without the necessary skills for a Business major.

Limitations

The results of this study must be examined in light of a number of limitations within it. A discussion of these limitations follows.

The choice of 10 community colleges within the same state system, (SUNY), prevents making generalizing these results to other settings. The institutions and individuals within the departments were not randomly selected for inclusion in this study. Therefore, one cannot apply the

results obtained from this homogeneous sample beyond this study.

A further limitation was the use of perceptual data rather than objective data. Although the chance of respondent bias may exist in using perceptual data, this researcher felt that the respondents would have an accurate view of their department's operation. Comparisons of the responses of the faculty and their department head were intended to uncover inconsistencies in the responses.

Another limitation was the result of the types of departments chosen for study. Two types of departments were studied, profession-based departments (Business) and discipline-based departments (English). This researcher was interested in determining if departments with different orientations would have similar or dissimilar organizational profiles in comparisons between departments and within departments. There is no way to insure that other departments would generate the same results as those found in this study.

The time frame of this study resulted in further limitations. The respondent's perceptions were at this point in time. No consideration was given to past histories or events.

No attempt was made to introduce additional variables into the model that may have affected the results. Factors such as financial stability, organizational structure, and unionism were not considered for purposes of this study.

Certain questionnaire items posed a problem for some of the English faculty resulting in some useless responses. Since most English departments are "service" departments, the faculty do not relate to the term "department major". Their failure to respond to these questions may have affected their departmental averages.

Further limitations arose from the research design itself. Field studies, which include ex post facto research have three major weaknesses according to Kerlinger (1973 p. 390): (1) the inability to manipulate independent variables, (2) the lack of power to randomize, and (3) the risk of improper interpretation. The most serious danger of this type of research is in accepting a predicted or unpredicted relation between variables when in reality there may be no causal connection because of other variables not considered. At best, we may be able to show that there is a statistically significant relation between variables, but we cannot establish, with certainty, complete causal connections.

Recommendations - Future Research

This study can be the beginning of further research on organizational effectiveness in higher education institutions, in general, and in community colleges, in particular. There is a paucity of research in these areas.

Possible areas for future research could include:

-A determination of what differences may exist in the organizational profiles of institutions in the public and

private sectors of higher education. What accounts for these differences? How does the private sector compensate for the lack of public support?

-The identification of additional variables to be considered in measuring organizational effectiveness. What, if any, effect does organizational structure, financial stability, and faculty unionism have on an institution's effectiveness?

-An investigation of the conditions that brought an institution to its present state or resulted in change over time that may affect organizational effectiveness. Does the managerial style make a difference? What types of change strategies have been used to accomplish needed change?

-A test of Cameron's model in the two-year setting at the organizational level across a less homogeneous sample as a further test of the model.

The above suggestions for future research can serve as a starting point for much needed additional research.

Recommendations - Practice

The results of this study have implications for administrators interested in the effective utilization of resources.

Colleges and universities are labor-intensive organizations whose most important resource is its people. Increasingly, we are learning that employees place as much importance on the intangible rewards of their work as they do

on the tangible benefits. In fact, social psychologists have suggested that intangible rewards may be far more valuable than most of us imagine (Richardson et al., 1983, P. 194).

An employee brings certain needs and skills to an organization. If the organization meets these needs and utilizes these skills, the employee becomes committed to the organization. If the organization fails to meet these needs, the employee remains uncommitted and ineffective (Ibid).

Committed employees are loyal to the organization and are willing to work toward accomplishing the organization's goals. Administrators can induce employee commitment by instituting a participatory decision-making process where faculty input and concerns are taken seriously. Successful participatory governance does not require a particular organizational structure; it is a function of the attitudes of the parties involved. A process of interaction that involves trust and mutual concern can build the employee commitment necessary to meet the pressures facing community colleges and other segments of higher education today.

Higher education institutions should not expect less of themselves than the excellence other organizations strive to achieve. We currently face a period described by Spiro (1983) as one in which an oversupply of traditional-aged students, state willingness to finance expansion of the educational sector, and societal acceptance of the inherent value and financial return on education are gone. The challenge facing leaders of higher education is to recognize

that society and higher education are undergoing profound changes. They must recognize the time and effort required to develop an environment of mutual trust so that higher education institutions can succeed in the difficult period ahead.

This study can be the beginning of a body of research directed toward a clearer understanding the critical characteristics of organizational effectiveness and organizational culture in higher education institutions. Any administrator faced with making budgetary decisions and allocating resources must make evaluations across diverse departments using those resources. It is essential that he/she understand the nature of effectiveness before he/she can judge the effectiveness (or ineffectiveness) of departments. But, in the broad area of organizational effectiveness research, little work has been done on the effectiveness of academic departments. Writers, such as Tucker (1981), have studied academic departments in terms of the roles and responsibilities of the department chair. Others, such as Hartnett and Centra (1977), have investigated academic department effectiveness at the four-year level. But little, if any, research has been attempted to determine what differences exist in effectiveness of academic departments at the two-year level, or, for that matter, what variables should be taken into consideration in evaluating departmental effectiveness in the two-year setting.

The adaptation of Cameron's model in this study was an

attempt to determine if a model used at the organizational level in four-year institutions could provide the basis for differentiating between two types of departments at the department level in a two-year institution. The results of this study indicates the lack of variability within the two-year setting. This may be due, in part, to the homogeneous sample in this study but, it also underscores the differences between two-year and four-year institutions. Further testing of Cameron's model is warranted before any generalizations can be made about its utility in other educational settings. The fact that the results of this study differed from Cameron's indicates that faculty and department heads in the two-year setting have different perceptions of their institutions than their counterparts at the four-year level. The department descriptors chosen by Cameron did not match the perceptions of faculty members in the two-year community colleges in this study. As a result, the dimensions emphasized in this study were not congruent with the cultures expected from Cameron's studies.

While the results of this study are not an elaboration of a theory, it will hopefully initiate additional studies of organizational effectiveness in higher education aimed at identifying additional variables and approaches for evaluating academic departments.

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